

## Parenting Programs

### Review 8

Nowak, C., & Heinrichs, N. (2008). A comprehensive meta-analysis of Triple P-Positive Parenting Program using hierarchical linear modeling: Effectiveness and moderating variables. *Clinical Child & Family Psychology Review*, 11(3), 114–144. PubMed abstract available at <http://www.ncbi.nlm.nih.gov/pubmed/18509758>.

<b>Objectives</b>	Evaluate the impact of the Triple P-Positive Parenting Program on parent and child outcome measures, and identify variables that moderate the program's effectiveness.
<b>Studies Included</b>	Fifty-five international studies from 1997 to 2011
<b>Participants in the Studies</b>	Families concerned about parenting issues or child's behavior, including parents of children with attention deficit hyperactivity disorder diagnosis, clinical or elevated scores on child behavior measures, developmental disabilities, oppositional defiant disorder or conduct disorder, autism spectrum disorder
<b>Settings</b>	Settings were not reported for the studies.
<b>Outcomes</b>	Parenting behaviors, child problem behavior, parental mental well-being, parents' relationship quality, and child self-reported well-being
<b>Limitations of the Studies</b>	Inconsistent reporting of data; use of self-report measures for some outcome data; comparisons between intervention and control groups could only be studied for postintervention given the lack of trials maintaining a control group at follow-up time point; the majority of the studies investigated either Triple P's Level 4 or 5, so it was not possible to distinguish between Levels 1 and 3; Triple P incorporates several formats aimed at specific groups of families (e.g., Indigenous Triple P for Australian indigenous people, Stepping Stones Triple P for children with developmental disabilities, Work Place Triple P for parents experiencing work-life balance problems), which could not be examined separately owing to small sample sizes

### Results

The Triple P-Positive Parenting Program, a prevention-oriented program with multiple levels of intervention and varying degrees of intensity, is designed to prevent behavioral, developmental, and emotional problems in children. Of the 55 studies that met inclusion criteria for this review, 17 were based on children with some type of emotional, behavioral, or developmental problem in the clinical range. There were significant positive effects for parenting, child problems, and parental well-being outcomes, with indications that intervention effects tend to be maintained, but not further improved, from postintervention to follow-up. There was also a strong tendency for parents' relationship quality to improve. Larger effects were found using parent report compared to observational measures, and greater improvement was associated with more intensive formats

and initially more distressed families. However, sample characteristics, such as a child's age or gender, and the methodological quality of the study had varying degrees of predictive power regarding the effectiveness of the program.